

THE
MASSACHUSETTS TEACHER.

FEBRUARY, 1860.

Volume XIII.

J. KIMBALL, Editor for this month.

Number 2.

ANALYTIC AND SYNTHETIC MANUAL OF ENGLISH
GRAMMAR. BY I. H. NUTTING, A. M.

THE author of this work deserves the thanks of all who are interested in the advancement of education. He has dared to think for himself; and, in his inquiries, has been guided by the facts of the English language, and not by the fancy of its identity in structure and principles with a language of a very different type. Emancipating himself thus from the thralldom of authority, he has brought the subject within the domain of common sense.

He has made a book of very reasonable dimensions, and yet containing all that is necessary for the Common Schools. Most of the makers of school-books are carried away by a sense of the paramount importance of their own department. Each writes as if his own were the only one deserving of very serious attention. The consequence is, that the number and size of text-books, even by the same author, on the same subject, has become excessive. We have many instances of a series of three, five, and even seven reading-books; first, second, third, and fourth parts of arithmetic; first, second, and third of grammar, and as many of geography. All these are expected to be bought, all to be used, all to be studied, without regard to the enormous waste of money and of

time to parents, teachers, and pupils, and the necessarily superficial course to which the learner is condemned.

Nor is this the worst of the evil. Instead of being kept within the reasonable limits to which, in the nature of things, the elements of number, of language, of geography, and of the art of reading should be confined, they are usurping the whole ground. They are, for at least four-fifths of all the children who go to school, taking up nearly all the time of their early years of education; and thus excluding all instruction in things of far greater and more real importance to the future success and welfare of the pupils. They are excluding all knowledge of the elements of form, — of geometry and drawing; all knowledge of real things, — of the earth, and air, and water, — of chemistry and geology; of the forces which act in the world, — of mechanics and physics; all knowledge even of the nature of the child's own body, and its relations to the world in which it is placed. Now, with the exception of the art of reading, which is the key to every thing else, the things excluded are far more important than any thing beyond the mere elements of the branches included. Many thanks, therefore, to the man original enough to think for himself, clear-headed enough to know what to think, and brave enough to throw aside the superfluous, and to reduce the study of our language within its proper limits.

The preface gives, very honestly and fairly, the reason for making this book, and its distinctive character:

"What! another text-book on English Grammar? Yes, fellow-teacher, another, because there are already a hundred, all on the same system, and you are not satisfied with any of them. This is my apology for adding another to the list.

"Nor will this please you if you are a mere routine teacher, content to fall back on what you learned before you were 'examined.'

"Nor will it please you if you are content to teach names rather than things nor if you are satisfied that no improvement can be made on a system of grammar which, as a distinguished scholar recently said, 'is the same as that of the Latin grammarians of the Middle Ages.'

"If you are compelled to teach grammar, and are accustomed carefully to weigh the statement of principles, and to note their relations to the facts, and are willing to examine this little work fairly, — very likely it will not please you; but it may awaken some thoughts that will enable you to make a better one."

Very likely. Such must already be the feeling of the author himself.

"The plan of the work is familiar in the earlier parts, and, as a distinguished teacher said of it, when reading the MS., 'Gives the pupil the thing, and then explains it to him.' This is the true mode of teaching.

"As we have but few word forms, we have but few grammatical modifications. In other languages we make only as many modifications as we have different word forms. The same principle is applied to the English language in this work. This reduces the paradigms fully one half.

"In the Latin and Greek, we have forms for gender, number, person, and case; for tense, voice, etc. These languages, moreover, incorporate the expression of these modifying ideas in the principal words by change of termination. The English combine but few subordinate ideas in the principal word. Hence nouns have no person, and but few have gender; the verb has no passive voice, and almost no person and number. The pupil should not, therefore, be taught to ascribe to these words modifications which they have not.

"The English idiom requires nearly all auxiliary ideas to be expressed by distinct words. This fact is overlooked in nearly all our grammars. As a consequence of this characteristic of our language, the *word* part of grammar is both short and simple, while the *idea* part is both more complex, and vastly more important. To say, therefore, of *pen*, in the sentence, "I write with a pen," that it is a common noun, third person, singular number, neuter gender, objective case, governed by the preposition with, tells but little truth and much error. *Pen* has neither gender, person, nor case. The pupil knows it has no sex, because he knows what the word means. He sees from the construction that it neither speaks nor is spoken to; and as for case, it has the same form in every use, except when implying possession, and therefore is in the nominative, if in any case. Nor is it governed by the preposition, any more than the plough is governed by the chain by which it is drawn. That is a mere connective, omitted in many instances whenever the idea is obvious without it. Let the pupil say, 'Pen is a common noun, in the singular number, and used as the modifier of writes, the object of the relation expressed by with denoting the instrument.' He has thus not only told all about the word, but given its use.

"*He ought to learn.* We have all said, 'To learn is a verb in the infinitive mode, depending on ought.'

"*He went to find it.* 'To find is a verb, infinitive mode, depending on went.'

"*He is able to read.* 'To read is a verb, infinitive mode, depending on able.'

"RULE. — 'The infinitive mode may depend on a noun, verb, or adjective.'

"We have given three distinct uses of the infinitive, and there is also its use after the noun, and as the direct object of the verb in addition. For the whole we give a rule that gives us no better idea of its uses than to say that a carriage is a vehicle drawn by oxen or horses. Let the pupil say, rather, '*To learn* is a verbal noun, modifying the verb ought, specifying the action in respect to which the allegation is affirmed. *To find* is a verbal noun, showing the purpose of his going. *To read*, a modifier of able, showing the action in respect to which ability is affirmed to exist.

"The system of analysis depends, therefore, not on position, but on the function or uses of the words. The study of grammar, under this system, becomes emphatically the study of ideas."

The study of this grammar, according to the mode laid down by the author, will open the eyes and sharpen the wits both of teacher and learner. The study of most of its predecessors, after the old fashion of committing to memory, has the most direct tendency to blind and to stupify. What floods of tears have not been shed by the sufferers! And what invectives have not been uttered! — who is there that has not heard them? — against the perversity and obstinacy of children for their unwillingness to be so stupified and blinded!

Language, — not grammar, — but language in its extended sense, is by far the most important study in the course of elementary education. Every new object, action, property, and relation demands a new word; every new thought a new expression. Language is thus, intimately and necessarily, connected with every thing which is made the object of examination and study.

This important branch is represented and covered, in the usual course, by the study of grammar. Whenever this is the case, it is very desirable that the teacher should so understand the study of grammar as to include the whole study of language.

There are several ends to which the study of language may be made subservient, and which should therefore be constantly kept in view. Some of these are of universally acknowledged importance; all are really important, and are continually more and more distinctly assuming their proper place in the eyes of teachers.

The instructions of teachers, and therefore the lessons in the grammar, should have in view:

1. The study of real objects, their nature, actions, qualities, relations, and uses.
2. To lead to the understanding of the language as written or spoken.
3. To teach how to speak the language with ease and propriety.
4. To teach how to write the language readily and correctly.
5. To lead the learner to think clearly and justly.
6. To so study the language as to learn thence laws of thought, the rules of logic, and the precepts of rhetoric.

Some of these may be considered as rather high objects for the teacher of an elementary course; and so, indeed, they are. But the truth is, and every thoughtful teacher soon becomes aware of

it, the education of every part of a child's nature is actually begun as early as the age for their first school days, and the teacher who keeps this great fact in mind will often be able to do something to aid his little pupil even in things which seem most remote from the studies of the Primary School.

The business of the author of an elementary grammar is not to show what in his opinion the language ought to be, but *to state what the condition of the language is.*

To find out what it is, he is to take it as spoken and written, wherever it is a spoken and written language. The English language is differently spoken and written, not only in Great Britain and in America, in Australia and the East, but in different parts of England and Scotland; and still more differently in the different states of America. No one state of America, certainly, not any one county in England, has a right to consider itself as the standard or is to be taken as the standard for correct usage in the pronunciation, in the orthography, or in the meaning of words. It would seem that the standard in these three respects is to be found by observing the usage of the most intelligent and best educated in those parts where the language has been longest spoken by the most intelligent people, and where extraneous and foreign causes have had least influence. There is no one of the United States in these conditions. There is no one in which the Scotch or Irish, German or French, have not had a more or less obvious effect upon the pronunciation and usage of the language. The great marts of commerce in England cannot be taken as the standard. The purity of the language has been affected in all of them, by the same or similar causes. There are few places where the English language is spoken less correctly, or less purely, than it is in London.

The old cities of Oxford and Cambridge, situated in the undisturbed interior of the island, and occupied, now for many centuries, by the best born and most highly educated, and to which have annually congregated noble and gentle youths from the oldest families of England, seem to present higher claims than any other places to be considered as the centres of purity and correctness of diction. In Cambridge University, there are a delicacy and exactness, a perfect freedom of speech, an absence of all provincialism, which strike a visitor as making this seat of the ancient uni-

versity, more distinctly than any other place, the culminating point of the purity of the language.

In comparison with either of these cities, how absurd it would be to set up the claims of any state, or any city, or town in America.

It is extremely difficult for any person to qualify himself to be arbiter. It is almost impossible to escape the influence of early association. At this moment, some scholars who have paid most attention to the subject of pronunciation, and who ought to know the sounds of the language, absolutely ignore the delicate sound of *a*, between that which it has in *harm* and that in *flat*.

It is almost equally difficult to avoid the influence of foreign fashions. Because the French were never able to learn how to use *shall*, and *will*, and *should*, and *would*; and very few of the Scotch or Irish have ever learnt it; and because so many of the last generation were instructed by Scotch or Irish tutors, the proper use of these words seems to be going out of what should be the purest parts of this country. And many who know, from the familiar Saxon expression, "I would if I could," that *I would* is almost an exact synonym of *I should be glad*, still stumble into the hibernianism of saying, "I would be glad to ask,"—as much as to say, "I should be glad to be glad to ask."

The author continually forgets his true object. He is ambitious to say what the language should be, and naturally, but unconsciously, takes for his guiding principle the usage to which he has been accustomed,—that is, the usage of ordinary writers and speakers in one part of a small State.

Most of the writers upon English grammar, have been misled by a desire to make the forms and variations of its verbs, and the cases of its nouns, conform to those of the Latin language. Having learned from the Latin grammar what little they knew of the subject, they have imagined that all that was necessary to make a good English grammar was to translate the Latin,—word for word, case for case, and tense for tense,—not aware that the two languages are of a very different type.

This ignorance has led to confusion in every part of the subject. A regular verb in English, *love*, for example, has, at most, these seven varieties,—*love*, *lovest*, *loveth*, *loves*, *loved*, *lovedst*, *loving*.

Yet, for the expression of these, they have created modes, and tenses, and numbers, and persons enough to occupy several pages. The most irregular verb in the language, and that a verb derived from three separate roots, has only these twelve forms, viz: — *am, art, is, are, was, wast, were, wert, be, beest, being, been*; and over what pages have not these been spread! — six tenses, five modes, and participles.

They have not only been misled by this fancied resemblance, but they have blundered in the meaning of the Latin, and fallen into absurd mistakes. Not aware that *amabat* means *he was loving*, and is naturally said to be in an imperfect tense, they have mistranslated it *he loved*, and still called the tense imperfect. A child is taught to say that *died* is in the imperfect tense, and to try to think that the expression, *Cæsar died*, speaks of something imperfectly finished, though history tells him that Cæsar has been dead these eighteen hundred years.

This is the most ingenious blunder that could be made, as the time here referred to as imperfect is the only one except that called pluperfect, to which the word imperfect can never with any propriety be applied.

So the learner is taught to say and to endeavor to believe when his master tells him he has been in school an hour, that *has been* is in the perfect tense, and, of course, means something perfect and entirely finished, whereas he sees that his master is there still, and expects to be there two hours longer, and perhaps for five. If the child were of an affectionate nature, and loved his master, and, with that unbounded faith so natural to innocent childhood, could be made to believe that when his master said perfect he meant perfect, and that the perfect tense meant time which is completely finished, with what anxious solicitude would he look upon his dear master when he heard him say, "I have lived five years!" He would, of course, expect that declaration to be his last.

A child has been told that an adjective agrees with its noun in gender, number, and case. If he attach any meaning whatever to the word *agrees*, with what inquisitive curiosity must he examine the word *good*, in the phrase *a good man*, and try to imagine how *good* can help agreeing with whatever word it is placed with.

It is a piece of singular good fortune to all children since the

time of Lowth, that the creators of English grammar did not take the Greek language as their model — what wonderful appearance of expressiveness would it not have given! How rich would not the language have seemed with eight or nine tenses in the indicative, six in the optative and infinitive, four in the imperative and subjunctive, and six participles — and we should probably have been favored with a middle voice. Then should we not only hear children saying all they now say, but repeating,

I am going to love,

Thou art going to love, etc.,

I was going to love,

Thou wast going to love, etc.,

I shall presently be in love,

Thou wilt presently be in love, etc.,

I shall hereafter be loving,

Thou wilt hereafter be loving, etc.,

I am loving myself, thou art loving thyself, etc.

I love myself, etc. I was loving, I did love, I loved myself, and I shall presently be loving myself, etc.

What a charming addition to the expressiveness of the language would the optative mode have been, —

Oh! that I may love,

Oh! that I could love, etc., through six or seven tenses, and three voices. How irresistably tempting would this have been!

It is not often that we have occasion to rejoice at the ignorance of our teachers. But if Murray had only been as well acquainted with Greek as he was with Latin, or rather, we may say, if he had had the same amount of ignorance of the Greek as he had of the Latin language, what would not our grammar have been!

We have said that the author of this volume must already feel that he can write a better book than this, excellent as this is.

He begins well by showing how children come first to the knowledge of *things*, and thence, naturally, to the use of *names*; next, of *actions*, and, as naturally, to *verbs*.

He must carry this process out much more fully, so as to lead every learner to construct the language for himself, word by word, till he shall have used all their parts of speech with all their varieties and modifications, under all the few principles or rules of our

language. He must do this, because in this way only will he make the study of his grammar a natural introduction to the art of composition. And unless he do it, so important is this use of the study of grammar, the little Introduction by Tower, or that of Greene, will be necessarily and deservedly preferred.

He must also, by the way, and as an essential part of the study, make the learning of the parts of speech an occasion for the formation of the habit of observation. He must make the study of nouns, a study of objects; the study of adjectives, a study of qualities; the study of verbs, what it naturally is, a study of actions; the study of adverbs, as he already in some degree does, a study of limitations of actions and qualities; the study of prepositions, a study of relations; and the study of interjections an occasion for pointing out, and leading children to feel, the difference between emotion and thought.

The author is not prone to submit to mere authority. He sometimes does it unconsciously. Once or twice he speaks of an adjective as *describing* a noun; as if an adjective could describe! But he must be careful not to run into the opposite extreme. Let him not shrink from giving prominence to the course we are speaking of, because Greene and Tower have already pointed it out as the true line. It would have been well if they had dwelt upon it more fully. It is the course whereby the study of grammar leads the pupil to "write the language with ease and propriety," and it is the only course.

The study of grammar may be made the occasion and the means of forming the habit of speaking the language with propriety. This can be done only by leading children to speak a great deal, freely and naturally, upon subjects familiar to them, and within the limits of their comprehension. Nothing is more under the influence of habit than the use of language; and habit is formed only by often repeated and long continued practice. A habit of careless speaking, like any other bad habit, cannot be corrected without great pains and care. But good habits of speaking may be formed as easily as bad. To do this, the teacher's example must be a model; and he must correct mistakes in his pupils, kindly and carefully. If the author's example shall lead teachers to converse with their pupils familiarly and carefully, upon all the points which

come up for discussion in the elements of language, and to induce the learners to talk, he will have done the best thing he can, to teach "the art of speaking the language correctly;" and his book will thus accomplish these most important and desirable, we think, indispensable, ends.

Another object should, of course, be to enable the teacher to understand the language as it is found in books, not only in ephemeral newspapers and journals, but grave histories and sermons, not only in the prose of common life, but the lofty poetry of Milton and Coleridge, not only in profane songs, but in divine melodies and the Sacred Scriptures. This Mr. Nutting forgets. He almost forgets that *art*, *wast*, *canst*, *couldst*, and the other second person forms of verbs in the singular number are parts, and will remain parts of the language, as long as Shakspeare and Bacon, and our beautiful translation of the Bible shall continue to be read; that the expression, *thou art*, is, at this moment, as really a part of the language, as *you are*, only belonging to a graver and loftier strain of thought.

If a teacher, using Mr. Nutting's grammar as a text-book, should give, as a lesson for analysis, the line,

"Thou art old, father William, the young man said;"

the learner, instead of finding the first two words in the first tense of the verb *to be*, would have to look for them in a corner. *Thou* is not even mentioned in the first chapter upon pronouns! Is Mr. Nutting creating the language and making laws for it?

In the list of the conjugations of the irregular verbs, sundry forms of the past tense are pronounced obsolete. By what authority? What is meant by obsolete?

Whoever will take the pains, may find, actually in print, in the very last poem of the poet-laureate of England, a number of the forms which Mr. Nutting pronounces obsolete. If we believe Mr. Nutting, we must hold either that the "Idyls of the King" is already obsolete, or that the poet Tennyson does not understand the proper use of the language in which he writes.

In like manner, forms of expression common with others of the best living writers of England, are, by implication, pronounced old-fashioned and out of use. This is done, probably, from an unconscious regard to the authority of previous writers, as ignorant,

perhaps, of all language as was Murray, and as self-sufficient and conceited as ignorant. We cannot lead ourselves to believe that any person as well-read as the author seems to be should imagine that anything in Shakspeare, or in the translation of the Scriptures, however ancient it may be, has yet become obsolete. There are, probably, no words in either which might not be used, with perfect propriety, in poetry or in prose. Some words may not be proper for common conversation; but children do not learn the language of conversation from books, least of all from treatises on grammar.

Another object in the study of language is to render it the fittest instrument of thought. This will be one of the fruits of the study of logical analysis judiciously pursued; a most valuable study for teachers and for pupils sufficiently advanced, but unfitted, except in its simplest elements, for most children at the common schools. To introduce it to any considerable extent, is to anticipate; it is to spend most unwisely the time best suited for the accumulation of facts, for the formation of habits, and for the study of principles for practical guidance, and to labor to do that poorly and with difficulty, which might be afterwards done with ease and success. There is a time to store the memory with valuable facts drawn from the learner's own observation and from the observation and experience of others; and there is a time to philosophize upon facts. One properly comes before the other; and it is only loss of time and waste of study to invert the natural order.

Another object, and a high one, but not well suited to any part of school life, is to study language for itself, and to learn thence the laws of thought, the rules of logic, the precepts of rhetoric, and the principles of mental philosophy; and thence also to get light upon the history of civilization in all its stages, from the condition of savage life to that of the most elevated refinement. Our own language is singularly well suited for this study, and invites to it. But it is proper that nothing of this should appear in a treatise for the use of schools.

We are aware that we have done injustice to the author, by not dwelling upon the sagacity he has shown, and the improvements he has made in various points which he has discussed. We have regarded his work chiefly from what we consider a higher point of

view, — that of its adaptedness to lead to habits of observation, and to give skill and readiness in understanding, speaking, and writing our beautiful language, to the children of the common people, in the common schools.

E.

NOTE. — The Grammar noticed above, by Mr. Emerson, was not published at the time the article was written, a few copies having been printed for private criticism. It was not the intention of the author to have any notice of it made public till a second edition had been prepared, with such alterations as the criticisms received might suggest. The principal points suggested by Mr. E. in the above review, have now been changed in the plates, and it will soon be published, with the addition of *cuts* to suggest topics for composition writing, with rules and directions for the same. This new feature, it is believed, will be a great improvement on all previous systems, while it will relieve the tedium of the younger pupil, and give the book a more inviting appearance.

THE AUTHOR.

MORAL TEACHING.

THE feeling can hardly have been wanting to any one "who reads the papers," that teachers are either a very good, or a very depraved set of men. There is scarcely a school convention, or a school institute which does not agitate this subject; and no school journal can possibly be orthodox, which does not preach "one short homily" — upon moral teaching.

Nor are these moral coals of fire poured upon the heads of our profession from our own braziers of holy melting alone. Each editor of "inward stirrings toward the Infinite," each book agent of earnest glances toward the finite, touches the chords of the moral harp, to charm our leaden sensibilities. The merchant who is skilful in sales, the traveller who has seen the ways and the vices of other lands, the new-fledged officers of cities in their inaugurals, the active politician, all bow down before the majesty of moral training, and make us feel with earnest and eloquent lips "how awful goodness is." And there are, too, other classes, I should rather say, *individuals* of all classes, who having done the best they could for us in *exhortation*, have been somewhat unfortunate in

practice, but the honesty and the simplicity of their aims how can we question? Of these, however, the less said, the more wisdom shown.

It is, then, without question, to be assumed that in our excellent old Commonwealth, there is a very serious defect in moral and religious training, and for this defect the instructors are mainly responsible. Some allowance may be given for forcing systems that leave no time, and a *very little* for the *possible* forgetfulness of childhood and youth, but it cannot be that all is fundamentally correct, where so much youthful crime and general want of respectful manners, prevail.

We believe there is much room for improvement in the inculcation of morals in the public schools. We believe it is well that the public mind be constantly awake on this vital subject. We believe teachers often apply improper stimulants to goad on the young ambition to acquisition of secular advantages. Nay, more, it is not at all unlikely that dishonest practices calculated to give a too flattering estimate of the standing of their pupils, are, in some rare instances, resorted to by instructors. When we have acknowledged this, we wish to turn to those who are always ready with their essay upon moral instruction, and say, "What will you have?" Is it proposed to insert in the programmes of the numerous grammar schools of this State, the books which treat of the technical distinctions the doctors have drawn about the greater and the lesser vices, sins imputed and actual, points of casuistry with the reasonings appended, instances of mental or outside temptation, the conflicting views maintained upon slavery, the social relations, intemperance, the marriage relation, even! Or, is it proposed to assume the Bible as a text book, and give scriptural lessons therefrom upon cosmogony, as sacredly treated; upon the age of the antediluvians, and its connexion with their wickedness; upon the characters of the patriarchs and their children; upon the prophecy foretelling, and the gospels narrating the advent, the nature, the Spirit of Jesus, with all the associations that cling to that revered name?

If it be said these questions assume what no one asks or dreams of in moral teaching, we ask again the question, "What will you have?" If not lessons from text-books, do you propose lessons *without* text-books — oral instruction? How? Will you appro-

priate a half hour for a lecture, giving out your subject before hand, and committing yourself to treat it didactically, and day after day open upon your pupils with a studied prelection? Sometimes this has been tried, and it may have done good. One may be pardoned, however, in not trusting to it.

The truth would seem to be, that systematic moral teaching, such as is so often pressed upon the attention of educators, is not really called for by the community, and they are nearer right than wrong. The schools, in the eye of statutory enactments and of common understanding, are maintained for the purpose of giving instruction in reading, writing, and the sciences that fit for life intellectually. Were good morals and true doctrine the aims *only*, or *mainly*, of their establishment, it would soon be found that they would wane, and the liberal means that support them would be diminished, or withdrawn. The idea prevails, — may it ever do so, — that events in every day life are a constant moral exercise; that wire-drawn distinctions for the sake of saving the odium of a bad reputation, justly attaching to a traitor of dear interests, are not worth half as much as the honest presentation of his vileness to the simple-hearted and the unsuspecting. The notion still lives, that the right and the wrong of actions are excellent in the education of the moral sense. The drunken father, who sells the last pair of whole shoes in his family, that he may again imbrute *himself* and abuse *them*, preaches temperance to his own fireside circle, and beneath his neighbor's windows, by his terrible fall. The thousands of men who to-day ride in carriages and dwell in habitations they have unjustly acquired by false representations to injured creditors, fix in the heart that hates iniquity in silks and broadcloth, as thoroughly as in rags or corduroy, a lesson not likely to be forgotten.

These are but instances. Our moral discipline, as men, is found in weighing actions; let us thus convey it to children.

This very naturally leads to the question: Will you have *no* moral instruction given in the schools? Surely otherwise. And now for a postulate:

Careful instruction in any branch ordinarily taught in school, is of moral tendency.

Take, for illustration, reading, most general of all. The reading-

books, as a whole, contain some, nay, most of the best things said by the writers in the language from which they are compiled. The most instructive accounts of providential preservations, the most striking descriptions of the skill and goodness of God in design, the most remarkable traces of his interference in history, the most touching anecdotes inculcating benevolence towards all men, with special sympathy for the poor and helpless, abound in them. The beetle cannot suffer upon the pin of the thoughtless schoolboy, nor the frog fall beneath his pebble, and find no advocate for his wrongs, while his companions shall applaud the punishment of the dastard who kicks the cripple or insults the man of gray hairs.

And what emotions to all that is great and good are stirred by the *poetry* which is presented to every schoolboy! His soul shall in after years light up, as out of memories of youthful treasures he shall recal the lyrics of Campbell, the wit and the pathos of Shakespeare, the sweep of Milton, the pleasant efforts of Cowper, the stately and polished lines of Bryant, the happy metres of Longfellow, and other numerous worthies who repose on the ocean of song. Teach not all these better than the best of school oracles, itinerant or located? And when we reflect upon the thousands who have continual access to such influences for hours every day, what shall we think of those well-meaning zealots who talk, forsooth, of godless schools.

"Godless schools," and "educated villains." These are the cries passed idly from lip to lip, as if education of itself were indifferent to morality. A wise writer has said, "learning has a connection with virtue." We know that the literature which has lived and influenced, triumphant o'er time, has been such as has represented the highest moral power of the age from which it sprung. We know that of the traditionary lore that has guided the characters of millions, little has survived in tale or proverb, but that which has been the highest exponent of the morality of its age. On the idea of the development of intellect, a recent writer of celebrity bases the march of improvement, the amelioration of manners, the prevalence of toleration, the stability of society. It is because, according to him, man *knows how* to govern himself, that he takes pleasure and succeeds in it. We think, therefore, it is not assuming too much to say, that while most, if not all,

school studies are moral teachers, some are preëminently so in the hand of a skillful and feeling instructor.

It was our intention to give some instances showing how moral instruction in school should reach the heart through the passing events of every day, but the length to which this article has extended compels its deferment.

PERSONAL APPEARANCE.

It is not easy to measure from the stand point of the teacher, all the influences he exerts upon his youthful charge. These may and do arise without any intention on his part to give them birth, and spend their force and leave their indelible impressions long before they attract his reflection, if indeed they ever attract it. The carriage of the body, the movement of the head, the teaching of the eye, the hand, and foot, are speaking out his character faster than by any enunciation of "rules of school," or expressed motives of action, he may hope to impress it. Nor these alone show what manner of man he is. There are the common observances and courteous usages of every society, from which he cannot be exempt, however weighty his responsibilities, however sound his morals.

These have reference to his personal demeanor and his personal habits; and upon one of the latter, his dress, it may not be inappropriate to offer a few considerations.

It is a well established principle of dress that it should protect the person of the wearer, and in connection with this, not disfigure it. Hence, primarily, what may be the fashion of it is of trivial importance; but as the tastes of men have every where varied, and as these variations have met with conformity from the generality of the respectable, the intelligent, and the wealthy, it is fair to presume that the devotion to fashion, which often leads to most offensive extravagances, has a deeper foundation in the human being than is often supposed by those who philosophically affect to sneer at all care of the outward man.

Teachers, then, should *follow* the fashions in general, with what

minor modifications their own sense or even prejudice may suggest. In respect to the color and the fineness of the textures which they may choose, in regard to the expense to which they will go, all must be their own judges, and should not submit to the insinuations of the artist who manufactures; but in the important point of conformity to the prevailing mode, "better out of the world than out of the fashion." Nor is this injunction sanctioned without a reason. Singularity is always disagreeable. It implies disrespect for the habits of those about us, and often an offensive self-sufficiency. Other influences quite frequently enough tend to fix this latter characteristic upon us as a class, and we have no need to add more.

The remark has been made that teachers should *follow* the fashions. This is to be taken literally—*follow*, not *lead*. Many have the leisure, the taste, and the means to cultivate the elegancies that belong to the *haut ton*. We have not. Our mission is a different one, and we hope a higher. Yet the former are not to be undervalued, but valued justly. In a caricature not long since upon one of the pages of a popular periodical, a young man was represented as having attained perfection in the knotting of his cravat, because he "gave his whole powers to it." We may not do this; but have we not seen learned heads peering over cravats, to the ties of which they might have spared the attention necessary to save them from absolute slovenliness?

Teachers should dress plainly. With too many, a desire to be a little odd, a love of attracting attention, lead to some whimsey, which belittles and misrepresents to the passing observer, real worth. Our impression is that too much watch and chain, too many and ponderous rings, a profusion of seals, as well as too obvious an acquaintance with Lubin, and the curling tongs, are unfortunate in the impressions they convey. On the contrary, plainness is more kindred to neatness and cleanliness, and allows none of those awkward contrasts that sometimes give an extraordinary point to humorous personal portraitures. In fact its greatest real recommendation is, that plainness gives no peculiarity likely to stimulate a roguish memory, and therefore shields its possessor from satire.

It is hardly necessary to say that teachers should dress for their occupation. We should start at the hotel waiter in satin vest, black

coat, and doeskin inexpressibles, with digits incased in black kid. The blue overalls are graceful upon the strong limbs of the drayman or the stevedore, while they would render the clergyman in his study *rather* outrè, and excite doubts of his sanity, worn in the public street. So the teacher should select colors, forms, and fittings, for his daily duties, not distinctive of his profession in particular, but surely not such as would inevitably lead him to be mistaken for the member of another.

It would be agreeable to extend these suggestions to an important class of teachers, whose raiment our reverence forbids us to criticise. But as they are rather fitted to be our instructors than our hearers, they will have the kindness to read what we have said to others, and infer thence what should be said to them.

KAPPA.

DANA P. COLBURN.

THE melancholy intelligence of the death of Dana P. Colburn, late Principal of the Rhode Island State Normal School, has reached most of the readers of the *Teacher* before this. He was almost instantly killed on the afternoon of December 5th, under the following circumstances: He had been taking a ride in a light, two-wheeled buggy, and, on his return, he was seen to gather up the reins, as if to check his horse, which, young and spirited, was going at a rapid rate, when in turning a corner, he was thrown with great violence to the ground and dragged several rods before he was disengaged. When a gentleman who witnessed the accident reached him, life was extinct; one leg and his neck were broken and his skull badly fractured.

Mr. Colburn was born in West Dedham, Massachusetts, September 29th, 1825, where he spent the greater part of his early life, and where he enjoyed the advantages of a good common school. His last teacher there was Mr. Joseph Underwood, Jr., whose quick sense discerned in him the true spirit for the teacher, and acting upon his advice, he went to the Bridgewater Normal

School, which he entered in the spring of 1843. He held a high rank in his class, and endeared himself to his teachers and classmates. From the Normal School he went to Sharon, where he taught a district school. In the spring of 1846, he took charge of a graded school in East Greenwich, Rhode Island, and proved himself a successful educator. Here he remained about a year, making many friends who retained a deep interest in his welfare as long as he lived.

The fruits of his study at Bridgewater began to manifest themselves in the method of his elementary instruction. The first principles of addition and subtraction were here arranged upon a plan subsequently introduced into the First Steps in Numbers, and which consisted in presenting each new combination in various forms till it was thoroughly fixed as a matter of fact in the memory; and this was the plan pursued in all his subsequent instructions.

All things were presented in their elements, and impressed by repetition in one form or another, till they recurred to the mind with the rapidity of thought and the certainty of intuition.

Mr. Colburn remained at East Greenwich till the following spring, when he removed to Brookline, to take charge of a Grammar School, which he taught with great satisfaction till the spring of 1847; then he accepted an invitation from Mr. Tillinghast, at a pecuniary sacrifice, to become his assistant in the Normal School. He esteemed it a great privilege to be thus associated with his former teacher, to whom he delighted to give the credit for whatever of mathematical skill or method he possessed.

After remaining at Bridgewater two years, he removed to Newton, where he studied the Greek and Latin languages, and completed the writing of his second book in arithmetic, "The Decimal System." During his stay here he was employed by the Board of Education as a lecturer, — before Teachers' Institutes. He went also into the neighboring States as a teacher in this department of instruction, and becoming widely known, gained an enviable reputation.

At length he engaged with Prof. Wm. Russell, in the New England Normal Institute at Lancaster. His labors were continued but a short time, however, in this place. He went to Providence in the

autumn of 1852, to assist Prof. S. S. Greene in establishing the Rhode Island Normal School. This was a private school, supported partly by contributions from wealthy citizens of Providence, and partly by a small fee paid by the pupils. It was a growth from the department of Didactics in Brown University. So successful did it prove, that the Providence School Committee voted *unanimously* to adopt it as a city school. The City Council made an appropriation for its support with almost equal unanimity. The Committee proceeded to organize it as a City Normal School, and unanimously appointed Dana P. Colburn its Principal.

Just at this point the State Commissioner, Hon. E. R. Potter, recommended the State Assembly to adopt the school as a State institution. His recommendation was received with universal favor, and the State took the school, with all its arrangements, just as the Providence School Committee had made them. Thus, without ever going into operation as a city school, it became the Rhode Island *State* Normal School, with Mr. Colburn as Principal. This office he held with increasing popularity, and with a success most gratifying to all his friends, till the day of his untimely death.

The secret of his success consisted in his unbounded hope, — the great activity of his mind, and his faith in the power of the human will, united with the finest analytical mind. He could use all his knowledge with alertness and ability, whenever called upon.

He had an enfeebled physical frame, which would have prevented all effort in the less energetic ; but to him it was simply an annoyance, and though his mind was often trammelled, its powers were never subverted. He yielded when he must, and always cheerfully ; and when strength was again restored, he labored with increased activity, — finding time for all his ordinary duties, and giving much to self-improvement and general culture.

It was a principle of his being that untoward circumstances, weakness and debility with the rest, must yield to the strong will. Accordingly, he was always exulting over some victory achieved, or in anticipation of one to be won ; and with many years of intimate acquaintance, I never saw him in any other than this hopeful mood. He was instructed by the past, but he labored and lived in and for the present, — borrowing no trouble.

Says one who knew him well in all his various departments of instruction :

"He was *earnest*, and every one felt it. He was *prompt* to attend to his duties, and hence he imparted this most excellent quality, and cultivated it strongly in his pupils. It appeared in all their exercises. He was *honest* and *sincere* in his intercourse with his pupils. * * * *

"His mental processes were unparalleled in their rapidity, particularly in arithmetical combinations. When he first introduced his mental exercises into the Normal School, not a few believed that they were previously given out and committed by the pupils. His methods of teaching infused great animation into all our Public Schools. He appreciated the *vital* element in teaching better than almost any other man I ever saw. He not only appreciated it, but he seized upon it, brought it out, and made it *manifest* itself in his pupils. Nothing was taken for granted which needed proof or illustration. As an educator he held an enviable place among the best."

He had no superior as a teacher in an Institute. He was always thoroughly prepared ; his instructions were practical ; his manner was direct and personal, and hence he impressed a large number of points upon the mind in a very short time.

As an author, he was certainly one of the very best upon his favorite theme. He has done more, probably, since he began to write, than any other man to improve our text-books in Arithmetic. He was the author of "Interest and Discount," "Arithmetic and its Applications," "The Decimal System," and the "Common School Arithmetic" ; and cöauthor of "The First Steps in Numbers." He had a Geometry in preparation, and an Algebra in anticipation, if not actually in preparation.

Believing it to be a hindrance to true progress to place answers to arithmetical examples before the pupil, he strenuously refused to introduce them, though he doubtless knew that thereby he could greatly increase the popular estimate of his books.

He had a well-matured plan in all his work, which presented many points of startling and peculiar interest. And when he was subjected to severe and unjust criticism, he made it the occasion of some witty remark, or simply retorted with the most kindly

counter criticism. He spoke of the numerous depredations committed upon his "Interest and Discount," and "Arithmetic and its Applications," as rather gratifying testimonials of his skill and ingenuity, and as tending, perhaps, on the whole, to prepare the way for *his* more complete works!

Mr. Colburn was peculiarly felicitous in his social life, readily adapting himself to any society into which he might be thrown; possessed of perfect self-respect, without any show of self-esteem; and having a true regard for the opinions and feelings of others. By the lively and pointed style of his conversation, he made himself everywhere and at all times agreeable and instructive.

He had a great fondness for festive occasions; a ride, a walk, a run, a social repast, a frolic with children, or any manly sport, ever found him ready to the extent of his strength. He was peculiarly fond of children, and often said he envied his married friends that one luxury, little children, above all things else.

His religious emotions had been cultivated in harmony with his whole nature. But a week or two previous to his death, I had an interesting conversation with him upon his religious convictions. He expressed a firm belief in the cardinal doctrines of Christianity; as the need of a Saviour to purify from sin, and lead in the path of holiness. He believed in the regenerating power of the Holy Spirit, and in the love of God as universally operative, and in all truth and every good as destined to triumph over evil, and in the end to reward their votaries. He saw in Christ the illustration of this doctrine; and he believed that in his Church his disciples could best coöperate to establish his kingdom. But he yielded assent to no doctrine that was merely a tradition of men; only to what met a demand in his nature. Hence, his reluctance to subscribe to any creed, though he declared it his intention soon to unite with a branch of the Christian church.

The fruits of a Christian faith were manifest in the energy with which he pursued his labors, and in his deeds of charity, almost too secret to be known to his most intimate friends.

As a son and brother, he was ever tender and devoted. An aged mother and an invalid sister had been his care for years; and for them he ever manifested the deepest solicitude, surrounding them with all the comforts a thoughtful mind and kind heart could devise.

Thus, our friend, so eminent as a teacher, so successful as an author, so genial as a friend, so devoted as a son and brother, and just entering, as he was, upon the nearest and most holy relations of life, full of joy in the present, and with bright anticipations for the future, has been torn from our midst, leaving a void in our social and educational ranks which cannot soon be filled. His death must be reckoned a great public calamity, and his life should be an instructive lesson to us all. W.

THE MAGIC LANTERN, AN AUXILIARY IN TEACHING.

THERE is scarce anything that can be called a scientific instrument that has so extensively played the part of a humbug as the one mentioned in the heading of this article. It is, however, when properly constructed and used, — taken together with such pictures as can now be produced, — a means of illustrating *science, art, topography*, and even *history*, that has few if any equals.

Passing by all those lanterns which are mere toys, — the *best* instruments, as commonly constructed, are not such as can be used to exhibit satisfactorily paintings of the highest finish. It may, however, be well to say, in this connection, that for coarse pictures of ordinary execution, these lanterns answer *better* than a more perfect instrument, as they soften the outlines by their very want of defining power.

The best lanterns, as usually made, are constructed as follows: First a large tin box with a chimney, and holes in the bottom to admit air, and a good solar lamp to which a concave reflector is added. In front of the lamp are the condensers, which consist of two convex lenses, the use of which is to render the divergent rays from the lamp parallel. In front of the condensers is placed the picture, and still farther in the same direction are the magnifiers contained in the tube or nozzle of the lantern. These magnifiers are usually double convex, or better plane convex lenses; and here

lies the greatest defect in the instrument. These magnifiers *should* be *achromatic*, i. e., such a combination of lenzes as to correct both the chromatic and especially the spherical aberration. Without this arrangement, when the picture consists of simple lines, they appear when seen from a short distance as fringed with prismatic colors; this, however, is the least defect, the other arising from spherical aberration, being very serious, and is as follows: When a series of parallel lines are ruled on the glass and thrown on the screen, those lines and parts of lines nearest the circumference appear curved, and also when the centre of the picture is distinct, the circumference is undefined and hazy.

To correct these defects, it is usual to place a diaphragm in the tube; this is, however, to sacrifice about one half the light, and consequently, the picture can be shown with equal illumination of only one half the size as with an achromatic magnifier of the same diameter and focus.

It is true, if the Drummond light be used, this is of less consequence; but even then the achromatic lenzes are much better, as the diaphragm corrects only in part.

The Drummond light is expensive, and troublesome to manage, and always requires time for preparation.

With a good solar lamp, and the best sperm oil, a picture three and a half inches in diameter can be thrown on the screen, with a suitable achromatic magnifier from six to ten feet in diameter, according to the subject and transparency of the picture, and be brilliantly illuminated,—as much so as with the common magnifiers, if made from three to five feet in diameter. Moreover, with the achromatic, *every part* of the picture will be *distinct* and *sharply defined*.

I am aware that I have stated these diameters of pictures on the screen, far below what is said of them in catalogues of philosophical instruments; but a picture to be satisfactory, must be *illuminated*.

The best substance for a screen is white cartoon paper; the picture is seen, of course, by the light reflected from the surface, and not by light transmitted through the screen. If pictures are to be shown by the latter method, fine, bleached cotton (wet) is the best material.

If it is desirable not to place the lantern very far from the screen, (say about fifteen or twenty feet,) a good "half-plate" size camera tube, such as is used for photographic purposes, can be attached to the lantern instead of the ordinary nozzle, and this has the advantage of a rack and pinion motion.

If it is desirable to place the lantern thirty or forty feet from the screen, and a six to ten feet picture is desired, a longer nozzle must be made and an achromatic lens be specially prepared.

With a good lantern and suitable paintings, a teacher can illustrate to a whole school at once *any* subject that is within the limits of Painting, Drawing, or Photography.

For examples: Astronomy can be illustrated to a class even with an imperfect instrument, as by no other means. The brightness of the pictures give effects almost as true as the telescope itself.

Anatomy, Botany, all branches of Natural History, Geology, Microscopic views, Portraits, Maps, Works of Art, Sculpture, and celebrated pictures, Landscape views, Diagrams, etc., etc., can all be delineated with truth, as to form, color, and every other attribute of a picture on canvass. Another beautiful feature of these pictures, is that many subjects admit of motion, which increases the truthfulness of the representation, and also adds to the interest of the spectator.

The fact that the pictures must be seen in at least a partially darkened room, by obscuring surrounding objects tends to concentrate the attention of the learner.

One objection may be urged, viz: the expense of good apparatus and paintings. But when we reflect how many "institutions of learning" purchase such "philosophical toys" as an "orrery," or miniature locomotive "with cars attached," it would seem rather to be a lack of judgment than want of money, in some cases at least.

But in truth, one very important advantage in this kind of illustration is the cheapness of the pictures, when we consider the surface which they cover *when seen on the screen*, and how much can be represented in one picture. To produce the same results on canvass would, in most instances, cost double or quadruple the price of the picture on glass.

D. H. BRIGGS.

Abington.

READING.

THE method of teaching children to read by teaching them first *phonotypy*, and then the Roman letters, was so successful at the Warren Street Chapel, that it suggested to the author of the "Nursery Reading-Book" to make use of what is strictly phonographic in our language, as written by the Roman alphabet, pronounced as the Romans pronounced it, — for whose language it was a complete phonography. For the Latin language, properly pronounced, has but five vowels, *a, e, i, o, u*, as they sound respectively in the words *car, fête, machine, old, and Peru*; and the consonants *b*, (*c* pronounced always hard,) *d, f*, (*g* always hard,) the rough aspirate, *h, l, m, n, p, r, s, t, v*, (*k* having originally been adopted as an abbreviation of *ca*, and *q* as an abbreviation of *cu*, and *x* being a printer's invention for *cs* and *gs*, and *y* and *z* only found in Greek words.)

Now in English there are four more vowels, viz.: the vowel sounds in *man*, in *pun*, in *not*, and in *err, irk, and urge*, for which four new characters ought to have been made, either by inventing new forms or *pointing* the pure vowels — as the poles do — to express their redundant vowels.

And in English there are several consonants not known to the Latin language, viz.: the initials of *the, thin, shin, chin*, and *judge*, for which characters should have been invented in new forms or by points.

But the time for making this improvement on the Roman alphabet was *lost* by the lazy monks who endeavored to squeeze the English language into the Latin alphabet; and they were so *arbitrary* in their use of the old letters for these, to them, new sounds, that the phonographic law has been lost sight of for centuries, and there is a *kakography* instead of an *orthography* of English.

But it is a fact that the phonographic law has not been *lost* except to superficial observation. By pronouncing the vowels (when they are learned at first) in the continental fashion — (namely as in *car, fete, machine, old, and lunatic*,) and by pronouncing *c* and *g* hard always, we have the true pronunciation of the majority of English syllables, if not the majority of English words, and on

these words children should be exercised, until the phonographic law is completely impressed on the child's mind. Then we shall have conquered the greatest difficulty in teaching children to read, and really have accustomed them to *classify*, which is beginning their scientific education. They can then be taught *by rote*, columns of words which have in them the new consonants and vowels, and it is astonishing how quickly the whole thing is mastered. It has been a uniform observation made on those who have been taught by this method, that they make very few mistakes in writing. The redundant sounds and anomalous words which have been brought about in the course of ages, are compared unconsciously with these words, in which the phonographic law prevails, and the children are amused with the fantastic corruptions, and remember them because they have been amused by them. E. g. A child never forgets how to write *phthysic* after having once been told, and its want of phonography pointed out. It would be much more intelligible to describe *viva voce*, this new way of teaching to read before a blackboard, than to write it, and if the company desires it, the writer will come forward and *explain* it, by describing the whole process as she has seen it in several instances, and will answer any objections that may be urged on the method.

Could this method be widely introduced, it would save a great deal of public money, besides being of incalculable value to the minds of children, whose first attempts at classification will not be defeated and baffled until fatally checked — as by our Harlequin alphabet, with its various sounds for the same letter — until the same sound comes to be expressed by all the vowel characters, as in the case of *term*, *irk*, *word*, and *curd*, and for the same consonant sound we have the various forms of *dst*, *j*, *dge*, and *ch* and *tsh*.

The truth of orthography — its phonography — is to be the first impressed, and the exceptions will fall in afterwards.

This method is the best for teaching a class of adults to read English; and foreigners, after having learnt this way, the pronunciation of Latin is without an exception, and that of all modern languages greatly facilitated.

E. P. P.

GERMS OF THE BEAUTIFUL.

SCATTER the germs of the beautiful !
 By the wayside let them fall,
 That the rose may spring by the cottage gate,
 And the vine on the garden wall;
 Cover the rough and rude of earth
 With a veil of leaves and flowers,
 And mark with the opening bud and cup
 The march of summer hours.

Scatter the germs of the beautiful
 In the holy shrine of home ;
 Let the pure, and the fair, and the graceful there,
 In the loveliest lustre come ;
 Leave not a trace of deformity
 In the temple of the heart,
 But gather about its hearth the germs
 Of Nature and of Art.

Scatter the germs of the beautiful
 In the temples of our God —
 The God who starred the uplifted sky,
 And flowered the trampled sod ;
 When he built a temple for himself,
 And a home for his priestly race,
 He reared each charm in its symmetry,
 And covered each line in grace.

Scatter the germs of the beautiful
 In the depths of the humble soul ;
 They shall bud, and blossom, and bear the fruit
 While the endless ages roll ;
 Plant with the flowers of charity
 The portals of the tomb,
 And the fair and the pure about thy path
 In Paradise shall bloom.

HINDU PROVERBS. — The following are translated from the Sanscrit :

“ Sweet is the music of the lute to him who has never heard the prattle of his own children.”

“ The house where there is no Divine worship is filled with the sighs of God.”

Resident Editor's Department.

✍ Subscribers will receive their receipts in the March number. Any who have not paid for 1860, will confer a favor by remitting by returning mail.

Will S. A. Brown and A. W. Stetson please to forward their *Post Office* address to this office?

THE PLYMOUTH COUNTY TEACHERS' ASSOCIATION held the Twentieth semi-annual Meeting at Hingham, on the sixteenth and seventeenth of December. Though the meeting was in the extreme northern part of the county, it was well attended, and all the members were most hospitably entertained by the citizens of this ancient town.

Gen. H. K. Oliver of Lawrence, delivered a lecture, on Friday afternoon, upon "*The allurements to study which a well educated teacher may hold out to his pupils.*" The scope of this lecture was sketched in the December number of the *Teacher*; it was well received. In the evening, George B. Hyde, Esq., of the Dwight School, Boston, lectured upon the "*Public Schools of Massachusetts.*" He commenced by referring to the low condition of the schools when the Board of Education was established, in 1837. The Hon. Horace Mann devoted soul, mind, and body, to the cause of education. Such a devotion is rarely equalled. The Board of Education saw that the most important work was the *preparation* of teachers; and its most important act was the establishment of Normal Schools. They have been great lights in the State. The lecturer then enlarged upon the duties of the teacher, and touched upon those of the parent.

Rev. Chas. S. Porter, of South Boston, gave a lecture on Saturday, upon the subject, "*Education is a necessity, and God is the great Educator.*" It was a very valuable lecture, and Mr. Porter was requested, by vote of the Association, to present it to the *Massachusetts Teacher* for publication.

The discussions were of a practical character, and unusually suggestive. Among those who participated in the discussions, were Messrs. Oliver of Lawrence, Page of Boston, Grosvenor of Dorchester, Stone and Morton of Plymouth, Conant, Rodman, and Boyden, of Bridgewater, Dickerson of Plympton, Reed of Hanover, and Thomas of East Stoughton.

Mr. Sheldon of West Newton, presented the claims of the *Massachusetts Teacher*, and the Association appointed an agent in each town in the county to obtain subscribers.

The death of Dana P. Colburn, Esq., Principal of the Rhode Island Normal School, was announced soon after the opening of the Convention, and Messrs.

Conant, Boyden, and Stone, were appointed a Committee on Resolutions, and subsequently reported the following, which were adopted :

Resolved, That in the very sudden death of Dana P. Colburn, Esq., formerly a member of this Association, and recently the Principal of the Rhode Island Normal School, New England has lost a skillful and successful educator.

Resolved, That in the character of the deceased we have a *model* of untiring energy and self-reliant effort for his own elevation and that of his pupils.

Resolved, That his career, though not protracted, is full of encouragement to the young who are striving to fit themselves to become successful teachers.

Resolved, That we recognize in this sad event, which has so suddenly closed his earthly labors, the importance of training ourselves to do with our might what our *hands* and *hearts* find to do ; and that in our associated and individual capacity we are to remember that the world needs our best services, and that the Great Teacher would have us coöperate with him in its renovation.

Resolved, That in the loss sustained by the friends of education in New England, and by the relatives of the deceased, in his sudden removal, we most heartily sympathize.

The officers elected for the year ensuing were : — E. W. Dickerson, Plympton, President ; A. H. Soule of East Middleboro', D. W. C. Bates of Hingham, and I. F. Atwood of Middleboro', Vice Presidents ; A. G. Boyden of Bridgewater, Secretary and Treasurer ; and A. H. Cornish of Plymouth, J. E. Beals of Middleboro', A. E. Scott of Abington, and Edward Southworth of South Scituate, Executive Committee.

INTELLIGENCE.

A BRIEF RETROSPECT. — Charles Northend, Resident Editor of the *Connecticut Common School Journal*, says, in the first article of the January number :

"So slow is advancement made, that the friends of the cause sometimes almost despair, — feeling that many of their efforts have been in vain or to but little purpose. If, however, we will take a survey of a period covering a score of years, we shall be satisfied that much has been gained, and that while more is now expected of teachers, they have more advantages and privileges in return.

"Twenty years ago there were but three or four educational associations in the country. Now the number of State, county, and town organizations, may be reckoned by hundreds, — and they are rapidly increasing and extending their influence over all the land. Twenty years ago the first Teachers' Institute ever held was organized under the direction of Hon. Henry Barnard, in this State. During the year 1859, probably one thousand of these important gatherings were held in the United States, and nearly one hundred thousand teachers have been aided and quickened by their influence.

"Fifteen years ago there were no educational journals edited and supported by those engaged in the work of teaching. Now such journals are sustained in each of the New England States, in New York, Pennsylvania, Ohio, Illinois, Iowa, Michigan, Wisconsin, Missouri, Indiana, Kentucky, and North Carolina, with an aggregate circulation of nearly fifty thousand copies monthly. In addition to these, there are many newspapers, in each of the States named, which devote some portion of their columns to the interests of popular education.

"A score of years ago it was an exceedingly difficult matter to induce people to

listen to a lecture on education, and but few such lectures were given. Now thousands of them are given annually, and listened to by large and highly respectable audiences.

"But, says one, What good has resulted from the particulars named? We answer, that as a result of these efforts, the public mind has been awakened to see the importance of our public schools. Better school-houses, better teachers, better books, and a better education, have come from these efforts. Teachers are more respected, more liberally compensated, and more generally and wisely coöperated with. School Apparatus, Outline Maps, School Libraries, Reference Books for teachers, better classification of schools, more liberal vacations;—these and many other advantages might be named as the direct or indirect results of the agencies we have named.

MEDICAL VAGARIES.—"Very many errors, doubtless, crept into medicine, from the false reasonings of the ancient alchemists. In some of the ancient works on physic we find 'the blood of the goat' extolled for its efficacy in dissolving stones; and from this supposed lithontrypic virtue, it obtained a use as a remedial agent for stone in the bladder. The expression which gave origin to the belief was evidently allegorical, signifying that the blood of the goat, by which our Saviour was typified in the Old Testament, was capable of softening the stony hearts of his enemies, or, according to others, that by his influences, the stony rocks and veil of the temple were shattered and rent. Accident and ignorance have presented to the profession some of its best remedies. We are indebted to an Indian for the discovery of *Bark*; and for our knowledge of *Mercury*, (which the world would have been quite as well off had it never known,) we are appropriately indebted to a madman, one of the wildest of alchemists.

"One ancient writer affirms that 'tumeric' is good for the *jaundice*, because it is yellow, and that *foxes lungs* are good for the *asthma*, because that animal has strong powers of respiration, as is proved by the long and hard run he makes, if closely pursued.

"Boerhaave believed the blood owed its red color to *iron*, and therefore recommended iron in some *female* complaints, thus suggesting, what is believed by many to be an efficacious remedy, by a fanciful and erroneous theory.

"In the *Materia Medica* of the seventeenth century, by Sir Theodore Mayerne, who was physician to three of the sovereigns of England, we find the 'Balsam of Bats' for hypochondriasis; also remedies from certain parts of adders, sucking whelps, earth worms, the bowels of a mole cut open alive, mummery made of the lungs of a man who died a violent death, etc., etc. We smile at the absurdities of what we are pleased to call the *dark ages*, but it strikes me very forcibly that coming ages will laugh at our expense. Let us glance at a few of the many superstitions of our nation and century.

"Yarn spun by a girl under the age of seven years possesses extraordinary virtues. Linen made of it, furnishes the best bandage for gouty patients, and when wrought into garments, forms a complete coat of mail, not only against the bullet and dagger, but even against the more formidable operation of witchcraft; nay, the very yarn itself can be wound into unerring musket balls.

"Again; 'when a mouse gnaws a gown, some misfortune may be apprehended.' Again; 'beggar's bread should be given to children who are slow in learning to talk.' 'To rock a cradle when empty is injurious to the child.'

"We have our *lucky* days upon which we are ready to perform any acts; and our *unlucky* days, upon which we cannot be induced to undertake anything. We seriously tell our children that when the foot is asleep, only make a cross upon the top of your shoe with your finger dipped in saliva, and ere it dries the foot will wake up. If our boy spills the salt, we tell him he will be angry before night, and if he whirl the chair upon one of its legs, we assure him he will quarrel with somebody. If he makes up faces before the mirror, we tell him that the d—l will appear at his elbow; and thus our children grow up under the impression of the truth of these things.

"Who has not heard of the timid girl going out into the moonlight with a mirror, and anxiously gazing into it with the hope of seeing the face of her future husband; or known of her going to bed backwards, meanwhile repeating some cabalistic sentence, with the expectation that her future lover and husband would appear to her before morning. This is the same spirit of superstition, although, I admit, greatly modified, that existed in former days and with regard to medicine and medicinal remedies. There is, in many quarters, unconquerable superstition remaining. The history of medicine, the causes which have retarded its progress, the errors of its cultivators, the means by which it has advanced, its present state and its prospects, may be beacons to indicate danger, or bright luminaries to guide and direct. The materials thus accumulated are to be reduced to practice." — *College Journal of Medical Science*.

MANY distinguished men have died during the past year. All countries and avocations have contributed to swell the list of the departed. That prince of all modern scholars, the illustrious Humboldt, has been followed into the realms of infinite light by such congenial, though humbler students, as Professor Olmsted, Dr. Abbott, and Horace Mann. History loses the immortal names of Hallam, Prescott, and Irving — the last being also an irreparable loss to general literature, which has likewise been deprived of De Quincey, Leigh Hunt, Robert Walsh, and Lady Morgan. From political life have departed Prince Metternich, Richard Rush, and Senator Broderick. The law loses Rufus Choate and Counsellor Phillips. The modern science of engineering loses two of its brightest ornaments in Robert Stephenson and I. K. Brunel. Among the others whose departure is felt by the public may be mentioned Dr. Nichols and Dr. Kendal, divines; Joseph Sturge and Sir Jamsetee Jeejeebhoy, philanthropists; T. K. Harvey, poet; Madame Bosio, singer; and Charles Leslie, painter.

Since this article was written, the news have just reached us from abroad, of the death of Lord Macaulay, the historian.

SKATING. — We have some reason to feel conceited of our skates in these days, when we compare them with those worn by our forefathers, about seven hundred years ago. An old London historian, describing the winter sports of the youth in that city in the twelfth century, says (about a frozen pond in Moorfields): "Many young men play upon it — some, striding as wide as they may, do slide swiftly; others make themselves seats of ice as great as a mill-stone; one sits down; many, hand in hand, do draw him; and one slipping on a sudden, all fall together. *Some tie bones to their feet and under their heels*, and, shoving themselves with a little picked staff, do slide as swiftly as a bird flyeth in the air, or an arrow out of a cross-bow. Sometimes two run together with poles, and hitting one the other, either one or both doth fall, not without hurt — some break their arms, some their legs; but youth desireth of glory in this sort — exerciseth itself against the time of war." These old-fashioned skate-runners were made of the shank bones of oxen, and were highly polished. They are sometimes dug up now in the vicinity of London, and afford a useful lesson in regard to the progress we have made in making skates. A steel runner of a skate, such as that which now costs only a few cents, could not be then obtained in famous London "for love or money."

Skating is a most invigorating and pleasant winter amusement. All the youth in our land should learn to skate — every girl and boy within the domains of ice-edom. In several of the cities and villages on the Hudson river, very many of the ladies are excellent skaters; and we understand that ladies' skating clubs have recently been formed in a great number of places. This movement is a sensible one, and deserves all praise; no winter exercise is more healthful. In Holland, all the Dutch lasses appear to skate as naturally as ducks take to water. Hundreds of them may be seen every morning in winter, sweeping on their skates along their frozen canals to market, with baskets upon their heads, which they manage to balance steadily, while they move as gracefully as posture-masters. — *Scientific American*.

BOSTON. — Two new School Houses, built in this city, were dedicated in December, last year. The new *Eliot School House*, on North Bennet street, occupies the site of the old house, and is one of the most convenient and substantial edifices of the kind in the city. It is four stories in height. The first, second, and third stories contain each four school rooms, with as many convenient clothes rooms; and the upper story contains a fine hall and two school rooms, with similar convenient rooms. The vestibules and staircases are spacious, and are finished neatly and substantially, without ornament.

The furniture for the school rooms deserves especial notice. It is from the manufactory of Mr. Wm. G. Shattuck, of this city; and no school house in the city has better, if indeed any has so good. Each room has fifty-seven single desks; the desks are of a neat pattern, mounted on iron standards made in a graceful form, and so constructed that they are entirely out of the way of the scholar when he sits down. Each desk is furnished with a glass metal-cased ink well of an improved style. The seats are of Shattuck's "Cambridge Chair" pattern; and for comfort, ease, and durability, are the best adapted to school houses of any in use. Mr. Shattuck deserves the thanks of all school children for giving them seats so conducive to comfort.

The Eliot School, one of the oldest in the city, is for boys exclusively. Mr. Samuel W. Mason is the Master. The exercises of the dedication, on December 22d, were highly interesting. Remarks were made by Mayor Lincoln, Micah Dyer, Esq., the Master, S. W. Mason, Hon. Edward Everett, Hon. George S. Boutwell, Rev. Dr. Jenks, Cornelius Walker, Esq., who became Master of this school thirty-three years ago, Mr. Isaac Harris the third medal scholar of 1792, Alderman Holbrook; and Chas. W. Slack, a graduate of the school. Edward Everett, a medal scholar of this school, said in his speech: "Since those days, the system of Boston has been vastly improved. It has literally grown with our growth, and strengthened with our strength. In 1800, the population of Boston was twenty-four thousand nine hundred and thirty-seven; it is now one hundred and sixty-five thousand. At that time, and till 1804, there were no primary schools, and but seven grammar schools, taught by seven masters and seven ushers. One of these, the Latin school, in which, at the present day, as good an education can be obtained as in half the colleges in the United States, had at that time but a nominal existence. There are now in the city of Boston—and as I suppose, all in prosperous condition—one Latin school, one high school, one normal school, eighteen grammar schools, and two hundred and eighteen primary schools. In 1800, the entire town tax in Boston was \$61,489.25, of which \$11,100.85 went to the schools. In 1858, the entire tax assessed in Boston was \$2,140,616.36; and the cost for schools and school houses the present year, is \$460,000 within a few dollars,—a larger expenditure, I am inclined to think, in proportion to the number and property in the city, than is raised by taxation in any other city in the world."

The new *Quincy School House*, erected upon the site of the old one on Tyler street, which was destroyed by fire about a year ago, was dedicated on Dec. 28th. The new edifice has been built upon the model of the Lincoln and Eliot School Houses, and it combines all the modern improvements which the experience of our builders has recommended. The building is remarkably plain and neat in its ex-

terior appearance, and the same characteristics extend through all parts. There are fourteen school rooms, containing accommodations for seven hundred and eighty-four scholars. One half of the fourth floor is finished for the main hall of the building, leaving two school rooms instead of four, as on the other floors. The foundation and first story of the old building remained to build upon; and the appropriation of \$30,000 for the erection of this building, has a little more than covered the expenditure.

The school of this district is now nearly large enough to occupy all the seats in the school house. Mr. Charles E. Valentine is Master, and B. W. Putnam, Sub-Master.

PERSONAL. — John Jameson, who has been elected Sub-Master of the Boylston Grammar School, Boston, late Principal of the Foster Grammar School at Somerville, was made the recipient of a gold-headed cane, by his former pupils, on January 2d. — Mr. E. W. Howe of Portsmouth, New Hampshire, has been elected as Mr. Jameson's successor. — Rev. Warren Burton of Cambridge, who has devoted himself so successfully for several years to the neglected but all-important cause of Home Education, has been chosen Chaplain to the lower branch of the Legislature for 1860. We hear that another series of educational meetings at the State House is in contemplation. — Rev. Dr. Hope, Professor of Belles Lettres in Princeton College, New Jersey, died suddenly on the seventeenth of December.

JUDICIAL DECISION AGAINST A TEACHER. — In one of the district schools at Holliston, Massachusetts, two old boys left school without leave, in order to go skating. The next day the teacher called them to account for their absence, and suspended them from school till they had made suitable acknowledgements. The Committee approved the teacher's act. In the forenoon of the following day, the boys appeared in school, but did not take part in the exercises, and refused to comply with the stated conditions. In the afternoon, one of these boys, Theodore Sherman, eighteen years old, attempted to read, and was forbidden by the teacher to do so. A renewed attempt was followed by another command to cease. The scholar persisted. The teacher, a senior in Dartmouth College, finding he could not enforce obedience, took hold of the fire poker. This incited Sherman to use improper language, in consequence of which the teacher struck him twice on the head and once on the shoulder with the poker, by which the former was partly stunned and wounded. A charge of assault was brought against the teacher. At the end of the trial, the Justice, Orin Thompson, said, that the teacher had the right to enforce order, even with the use of extraordinary force, and with a poker, if necessary. He considered Sherman a member of the school, who was in rebellion at the time, but said that one blow having rendered the boy quiet, the other two blows were rendered unnecessary. He therefore fined the teacher ten dollars and costs, which was at once offered in subscription by citizens of the town. The teacher was directed by the Prudential Committee to resume the school. More troubles have arisen since in other districts. We hope there are pokers enough in town to assist in teaching obedience, judges enough to render just sentences, and benevolent hearts enough to pay damages and costs for the teachers.

WORCESTER'S NEW DICTIONARY, so long expected by the public, is now completed, and the copies are delivered to the subscribers. This work, the result of

patient industry, is comprised in eighteen hundred and fifty-four royal quarto pages. The library edition, on extra fine paper, is bound in half Turkey morocco, and is sold only to subscribers. The utmost care has been taken to examine and reëxamine every word, and to introduce the most recent results of philology and modern art and science.

GREAT LITERARY ENTERPRISE. — Brown, Taggard, & Chase, of this city, are engaged in a literary enterprise that will be hailed with satisfaction in all parts of the country. They have in press the complete works of Lord Bacon, to be issued in superb style, in twelve crown octavo volumes. They intend to make this new edition of Bacon, for which a great necessity exists in the market, the beginning of a series of standard works of the first class. Every effort will be made to issue the volumes in a style of excellence and magnificence that shall surpass anything yet produced by book-makers at home or abroad. Messrs. Houghton & Co., of the Riverside press at Cambridge, have these works in hand. The books will be printed upon the finest tinted paper, and bound in a style which for beauty and durability will commend itself to all tastes. Lord Bacon's Works will be followed by a complete edition of the writings of Sir Walter Scott, including his novels and poems, and his life by Lockhart. We commend this enterprise to the literary public, in the full assurance that it will be in every respect worthy the most liberal support.

OUR readers will find among the advertisements of this number the Prospectus of *Silliman's Journal*, a periodical which for its age, high aim, and the eminent ability of its contributors is second to none in this country. Teachers who cannot spare one dollar for their own professional journal, will be little tempted to spend five times that amount for such a periodical as this; but those who are interested in, and understand the value of, the progress of the natural sciences, will be glad to see a way open by which they may procure a copy of this journal without increasing their expenses.

NEW YORK. — Hon. Judge Mason of Iowa, who made himself so popular with the inventors of the country, while he held the office of Commissioner of Patents, has, we learn, associated himself with Munn & Co., at the Scientific American Office, which is the most extensive and best arranged agency for the procurement of American and foreign patents. The *Scientific American* has commenced a new volume with the opening year. It is printed on good white paper; its former dimensions have been expanded to double size, and its circle of acquaintances has been enlarged one-third. Inventors, Mechanics, and Teachers of Natural Philosophy can hardly do without it.

THE COOPER INSTITUTE. — The public will soon be permitted to enjoy the benefits of this noble institution "for the advancement of Science and Art," and the wisdom and benevolence of the founder, Peter Cooper, Esq., will then be appreciated. As to the latter trait, it is enough to say that he donates to this philanthropic work, the sum of \$667,000, from which he will never receive a cent of revenue. The rents of the stores and offices in the building all go to meet the expenses of the Institute. The various classes have already been organized for the purpose of instruction. About 1100 members are enrolled. Among them are many adults; who improve the fine opportunity thus offered to cultivate some special department of science. The Professorships are filled as follows: B. S. Hedrick, Mathematics; Levi Reuben, Natural Philosophy; John W. Draper, Chemistry; Richard S. Smith, Mechanical Drawing; John C. Miller, Architectural Drawing; C. Hertzberg, Free Hand Drawing. Classes for the pursuit of other branches will be opened from time to time. The School of Design for women has about 80 pupils, who are instructed in the arts of drawing, painting, and engraving,

under the skilful guidance of Mr. T. Addison Richards, and Mr. James O'Brien. This school occupies seven rooms on the fourth floor. The Reading Room is probably the largest in the United States, being 125 feet long, 82 feet wide, and 30 feet between the floor and ceiling, with a gallery 22 feet wide entirely around the apartment. It will contain the leading newspapers, magazines, and periodicals of this country and Europe, and will be one of the chief popular attractions of the Institute. The course of lectures was inaugurated by an address from Prof. Draper, on which occasion the vast edifice was lighted up from top to bottom, and was thoroughly examined by the crowds of curious citizens. The formal dedication of the institute will probably not take place before next spring.—*Journal of Com.*

GERMANY. — The jubilee of the four hundred and fifty years' existence of the Leipzig University was celebrated there on the 2d of December, with all the solemnities usual on such occasions. The King of Saxony, the heir to the throne, and Prince George were present. The King delivered an address. A few historical notes on the origin of the Leipzig University may not be unwelcome. In the year 1408 a violent contest raged among the four nations of which the University at Prague was composed. Huss stood at the head of the Bohemian nation; he appealed to King Wenzell for his party, who decided in favor of the Bohemians. On the 9th of May, 1409, the last German Rector, Henning Bolderhagen, delivered up the academical insignia, and resigned his office. Teachers and students — about twenty thousand in number — left Prague. About two thousand students, with many of the masters, went to Saxony, and settled at Leipzig. Margraf Frederic and his brother Wilhelm received the emigrants kindly; and, as the records in old German have it: "Vergunten den ausgetriebenen Kunsten Herbrige" (granted to the exiled Arts an asylum). Pope Alexander, from his then residence at Pisa, confirmed the new University, and approved of the choice of the city of Leipzig, "which, as a populous town, pleasantly situated in a fruitful country, was blessed with everything, like an acre of the Lord; likewise were the inhabitants known as cultivated and well-behaved people." On the 2d of December, 1409, the inauguration of the new University took place; M. Otto, from Munsterberg, was elected first Rector.

CALIFORNIA. — Among the peculiarities which distinguish this State from all other parts of the Union, is the large number of Chinese, amounting to 10,000 in San Francisco, and to 60,000 in the State. Two things are worthy of special notice in regard to them: The large proportion of males, and the very small proportion of children. But few females come to this country, partly because they do not find employment, and partly because the great majority of these emigrants are brought hither as serfs, or are employed by others for whose benefit they labor, chiefly in the mines, and they are generally young and unmarried men. The small number of children is thus accounted for, in part also, and in part by the fact that nearly all the females are dissolute and loose in their character and habits. A respectable family is scarcely to be found. The few men of the better class who come to reside in this State, do not bring their wives with them. The Chinese females, seen in California, are extremely small in their stature — scarcely one equalling in size the medium average of American women. A Chinaman is seldom seen at work out of doors in the city, or as a common laborer, as a drayman, or porter, or in repairing the streets, or using a carpenter's tools. They are mostly occupied in lighter in-door labors, as mechanics, shopkeepers, laundrymen, etc.

They are generally industrious, are seldom seen intoxicated with liquor, or smoking tobacco, or engaged in any scenes of violence. Some of them are addicted to theft, and are quite expert at the art. There is a Chinese Temple in San Francisco, which city has the distinction of being the only place in the United States where, professedly, heathen idolatry is practiced. The edifice is a brick building, and was erected by a company which was organized for the purpose, and consists of 9000 Chinamen.

OHIO. — Hon. Anson Smyth has been re-elected as School Commissioner, by a majority of 14,143, — The State Teachers' Association, through the Executive Committee, have made a contract with F. W. Hurtt & Co., of Columbus, according to which the *Ohio Journal of Education* is discontinued, and a *Ohio Teachers' Monthly* will be published by the firm mentioned. The Committee says: "All past experience has shown that a Teachers' Association is not in a condition to undertake enterprises involving financial wisdom." Mr. W. T. Coggeshall, the Resident Editor, says in his valedictory: "The politician has his *Enquirer* or *Tribune*; the statesman his *Intelligencer* or *Constitution*; the speaker his *Ros-trum*; the preacher his *Pulpit*; the theologian his *Examiner*; the author his *Review*; the publisher his *Medium* or *Circular*; the merchant his *Magazine*; the farmer his *Cultivator*; the mechanic his *Artizan*; the lawyer his *Register*; even the banker and the miner have their *Magazines*, and does not the teacher need his *Journal*? An exacting, routine profession, makes a devoted man a dull man in a few years. That teacher who does not often lead his mind, for culture and relief, beyond and above the school room and its narrowing vexations, should not be surprised to find himself superseded."

MAINE. — Hon. Mark H. Dunnell has concluded a contract with Mr. Brown Thurston of Portland, whereby the publication of the second volume of the *Maine Teacher* is secured. — Dr. I. T. Dana of Portland, has recently been elected lecturer on "Materia Medica," in the Maine Medical School at Bowdoin College. This place has been occupied for many years, by Prof. Chas. A. Lee of New York, whose resignation has taken place during the past year. — An institution for the Blind has been opened at Bangor, on a small scale. The State of Maine has paid, hitherto, \$4,000 per year for the education of her blind pupils, to the Asylum in South Boston.

The Superintendent of the Common Schools has rendered his report, — the sixth since the establishment of the office. There are in Maine, four thousand five hundred and twenty-nine school districts; two hundred and thirty-nine thousand seven hundred and ninety-six persons, between four and twenty-one years of age; two thousand eight hundred and fourteen male, and four thousand four hundred and eighty-four female teachers, — the former averaging \$21.15 a month, and the latter \$2.04 a week; the money required by law, is \$345,928.80, and \$405,063.54 were raised, and in all, \$617,889.48 were spent for school purposes. The average, per scholar, expended, was \$2.20; and one town raised more than \$4.00 per scholar; three raised between \$3.00 and \$4.00; twenty-seven, between \$2.00 and \$3.00; three hundred and forty-eight, between \$1.00 and \$2.00; and ten, less than \$1.00.

Mr. Dunnell recommends the establishment of a State Normal School and

Teachers' Conventions, and closes his official connection with the schools of Maine, in this his final report, with many most judicious suggestions. He has carried a most praiseworthy amount of labor and devotedness into the office he has held, and he may well retire with the reflection that he has performed a noble work.

The richest town in Maine raises the most money, per scholar, for its schools. Castine raises \$4.05 to each pupil. The second town is Brooks, which in one year has gone from No. 56 to No. 2. Portland is No. 3; Bath and Bangor No. 5; Saco 6, Hallowell 8, Biddeford 9, Rockland 11, Eastport 15, Lewiston 21, Gardiner 22, Belfast 25, Auburn 26, Augusta 41, Brunswick 55, Waterville 71, Calais 93. The lowest is No. 119, Fort Fairfield, in Aroostook county.

Cumberland county raised the largest sum per scholar; Sagadahoc next, and then in course, York, Androscoggin, Penobscot, Kennebec, Lincoln, Waldo, Franklin, Oxford, Hancock, Somerset, Washington, Piscataquis, Aroostook. Cumberland county averaged \$2.17, and Aroostook 83 cents per scholar. As much as can be expected of a State so large in territory and so sparsely inhabited. We think the schools of Maine are flourishing and prosperous. The able men who have filled the office of Superintendent have contributed very largely to their growth.

WISCONSIN. — The last two numbers of the *Wisconsin Journal of Education* contain interesting accounts of the proceedings of the series of Institutes, held under the call and direction of Dr. Barnard. We extract only the following summary of facts, collected in reference to the teachers who attended the Institutes. 1425 names of attending teachers were recorded, and 992 blanks with questions filled. Of 978 teachers, 35 were below 16 years of age; 360 between 16 and 20; 377 between 20 and 25; 121 between 25 and 30; and 85 more than 30. Of 964 teachers there were born in New York 439, Wisconsin 89, Vermont 76, Ohio 65, Pennsylvania 44, Massachusetts 41, Maine 40, England 33, New Hampshire 25, Connecticut 16. Of 834 teachers there were students of Universities 98, Colleges 64, Seminaries 126, Academies 343, High Schools 203. 264 had taught less than 1 year, 181 from 1 to 2 years, 172 from 2 to 5 years, 50 from 5 to 10 years, 54 more than 10 years. 89 taught for less than \$10 per month, 148 for a salary from \$10 to \$15, 259 from \$15 to \$25, 126 from \$25 to \$35, 19 more than \$35. 299 intended to make teaching their profession, 213 own educational works, 18 own a Teacher's Library, 206 have read one educational work, 220 more than one, 279 are subscribers to Journals of Education.

"GREEN PEOPLE. — * * * While we are among the stupidities, brief mention may be made of one of constant occurrence, and which, by the way, puts a good many dollars into our pocket in the way of editorial perquisites. We receive from one to five or ten or more dollars at a time from persons whom we do not know, in the way of subscriptions, purchases of books, opinions, medical advice, etc.; but the obstacle to our compliance is in the little item, that the name of the person is not mentioned, or the post-office address is omitted altogether as to State, county, or town." — *Hall's Journal of Health*.

ACCORDING to Dr. Kirr, the bark of the linden, when boiled for some time in water, becomes soft, supple, and susceptible of taking all kinds of forms, which it preserves on becoming hard by cooling. Having been used in one form, it may be dissolved and used again in another. According to this, the bark of linden may be substituted to a certain extent for gutta serena.

BOOK NOTICES.

THE SCHOOL HARMONIST: comprising Psalm and Hymn Tunes in general use; together with several tunes and chants; designed, as an accompaniment to the "Manual of Devotion for Schools," (by N. C. Brooks, A. M.,) and for the use of Choirs, Singing Schools, and Private Families. By ANDREW J. CLEAVELAND, Professor of Music in the Baltimore Female College. New York: A. S. Barnes & Burr. 1860.

A pretty book of two hundred and thirty-eight pages, containing a series of easy lessons with exercises, and about one hundred and eighty tunes and chants, each with a hymn or psalm printed under the music. The plan is excellent, and will be welcomed by all who feel an interest in making singing the cause as well as the result of a devout and cheerful heart. Publications of this kind have, thus far, not been quite up to the highest standard of music or poetry; either the one or the other was suffered to be inferior. The editor of this collection took the hymns from Brooks' Manual, and is, therefore, not responsible for them. But we hold him responsible for the tunes selected. There is a decided disagreement between the spirit of the hymn and the tunes to be found on pages 38, 68, 76, 98. On page 111 we find lively passages, in the merry major key, dancing round "terrible thoughts," "ghastly bands," "the judgment seat," "fearful doom," etc. The tune is called "Fear," and bears the significant mark of originality: "By permission." The tune Brattle Street, which by Lowell Mason, and others, has been arranged, altered, rearranged, and reduced to its original simplicity, is on page one hundred, to a hymn, whose unaccented first syllables in every odd line meet a fully accented note. About one-third of the tunes selected are *not* in "general use," neither in New England and the wide West, nor, as far as our knowledge goes, in the South. We hope the time is coming when not novelty, but sterling worth alone, will secure popularity to Protestant church music in our land. We then shall drop thousands of printed tunes, composed by so-called professors of Music, and their scholars, which can stand the "wear and tear" of general use as little as cotton prints can stand sun or water.

THE December number of Dr. H. Barnard's *American Journal of Education*, Hartford: F. B. Perkins; Boston: E. P. Dutton & Co.; contains a great deal of valuable matter. Its contents are as follows: 1. Edward Everett, with portrait. 2. Education in Peace and War, by Karl von Raumer. 3. History of Pedagogy. 4. Religious Instruction. 5. History of Education in Italy. 6. Samuel Johnson, D. D. 7. Classical Instruction. 8. The True Order of Studies; fourth article by Rev. Thomas Hill. 9. Pestalozzi's Centennial Birth-Day. 10. Publications by and relating to Pestalozzi. 11. Selections from Publications by Pestalozzi. Index to Volume VII.

It is a pity that so noble a journal as this is not read more extensively, and does not materially remunerate its editor more than is now the case.

HISTORY AND PROGRESS OF EDUCATION, from the Earliest Times to the Present. Intended as a Manual for Teachers and Students. By PHILOBIBLIUS. With an Introduction by HENRY BARNARD, LL.D. New York: A. S. Barnes & Burr. 1860.

This book is the pioneer work in a department almost entirely unknown in

America. The material has been collected, with a great deal of labor and perseverance, from numerous sources, of which the author mentions eleven works, English, French, and German, relating directly to the history of education; thirty-seven historical works; sixteen works of general literature and travels; seven biographical works; and seven periodicals, besides other works named in the body of his book. The writer acknowledges his obligations to Hon. Henry Barnard for aid, and especially for free access to his valuable library, the most extensive, in this speciality, in the United States. The facts, thus gathered, are stated in short, precise, and clear language in this work, which was prepared rather as a manual for the student, than a work of greater pretension for the mere literary man. We do not doubt the correctness of statements drawn from reliable sources, yet the rich table spread before us has sharpened our appetite for the causes of these effects, and this is the case so much the more as a stated fact without the given cause, is like a building with locked doors. Again, wrong impressions may be made by too much brevity. Thus, on page 270 it is stated that in Prussia "the demand for teachers is so much greater than the supply, that in 1854, the period for training was shortened, and the standard of attainments lowered;" leaving the reader to infer that government rather reluctantly yielded to this reduction, while, in fact, Manteuffel's ministry desired, and caused it, and forced it upon a reluctant people. Demand for teachers was only the pretended reason, and this reason was the effect of the degraded position which a Prussian teacher now holds. Hon. Henry Barnard has written the introduction of this book, from which we shall take the liberty of giving our readers a few extracts in one of the next numbers.

WELD'S PROGRESSIVE ENGLISH GRAMMAR, Illustrated with copious Exercises in Analysis, Parsing, and Composition, adapted to Schools and Academies of every grade. By Allen H. Weld, A. M. Assisted by an experienced Teacher. Boston: Brown, Taggard & Chase. 1860.

Many new school-books are written, because they are imperatively demanded, either in reality or in the opinion of the author. Several new English Grammars have been published within the last year, each of which has some excellent features; but no book has thus far been published which has come up to the expectations and wants of all teachers and scholars. This work has the advantage of being comparatively an old book, having been used extensively, and of which all that is good has been retained. At the same time it is a new book, as a comparison with Weld's old grammar will show; new, in the present arrangement, its system of analysis, and in added matter, especially the portion relating to Punctuation, and Syntax. The authors have a reputation as practical teachers and writers, and have done honor to the cause of teaching, by writing this book. It contains, on 238 pages, all that belongs to English Grammar; its statements are concise and clear, the matter is well arranged, and presented either in the analytical or synthetic method, and much attention is given to the constructive process of Grammar. We believe, from what we have seen, that Weld and Quackenbos' Grammar will take a very high rank among works of similar kind, and hope that many will be benefitted by it.